**Prior Knowledge: “ER” action verbs (sing, dance, study, eat, talk, etc.);**

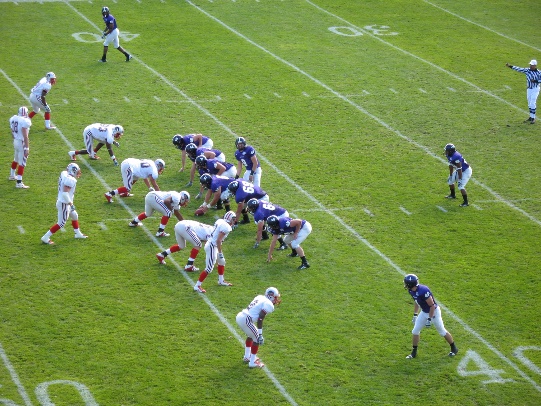
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level** | **French FLEX Novice Mid-High** | | **Grade** | | **Middle School** | **Date** | Teacher’s Discretion | | **Day in Unit** | | **1** | **Minutes** | **45** |
| **Unit Theme, Topic, and Question** | **Contemporary Life/Daily Routines: How do I take care of myself?** | | | | | | | | | | | | |
| **Daily topic:** | **A typical day…..?** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Select daily activities that they do from a collage of images * Say how often they do various activities: often, sometimes, never * Compare their activities to those of classmates * Recognize daily activities that French young people do * Compare their daily activities to those of French young people | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Math: Graphing leisure activities and frequency | | | | | | | | | | | |
| **Comparisons** | Compare daily routines of young people in France to those of classmates. | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas, and expressing their own clearly and persuasively. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **• Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | As learners enter classroom, teacher gives learners a handout with the images of activities that are also posted in the classroom.  Learners walk around the classroom with the handout 1, and indicate if they like to do the activity. | | | | | | | 5 min. | | Images of activities posted around the room  Handout 1 with images of activities (see below) | | | |
| **Provide Input** | Watch video clip “Les loisirs des jeunes francais” and, using the handout 2, check off the activities that are featured.  Teacher models meaning of: often, sometimes, never. Use known action words to ask learners if they (sing, dance, study, etc.) often, sometimes, never. Have learners practice asking each other if they (sing, dance, study, etc.) often, sometimes, never based on cues provided by teacher. | | | | | | | 3 min.  7 min. | | Video clip “Les loisirs des jeunes francais”  <https://www.youtube.com/watch?v=X9x5-fzI3xs>  Handout 2 (see below)  Visuals of new vocabulary | | | |
| **Elicit Performance / Provide Feedback** | Learners work in groups of four to compare activities they do and the frequency, asking and responding to the questions: Do you (activity)? And: Do you (activity) frequently/sometimes/never? The learners create a graph of their responses.  Teacher monitors groups, providing feedback to each group on the content and the use of the target language. | | | | | | | 10 min. | | Worksheet of activities  Chart paper to create a graph; markers | | | |
| **Provide Input** | Teacher reintroduces the activities that the French young people do using an infographic of activities. | | | | | | | 5 min. | | Infographic of activities of young people in France | | | |
| **Elicit Performance / Provide Feedback** | Learners complete a Venn diagram showing the activities that their group of learners does, compared to the activities of French young people. | | | | | | | 10 min. | | Chart paper to create a Venn diagram | | | |
| **Closure** | Complete this sentence frame (with images or words depending on level of learners): My friends and I like to (activity). French young people like to (activity). | | | | | | | 5 min. | | Ticket out with a sentence frame | | | |
| **Enhance Retention & Transfer** | Learners respond to the question: What do French young people and my classmates have in common? | | | | | | |  | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

Handout 1: Circle the activities you like to do during your free time

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Handout 2: Infographic of French people’s leisure activities

